LCFF Budget Overview for Parents

LCFF Budget Overview for Parents Template

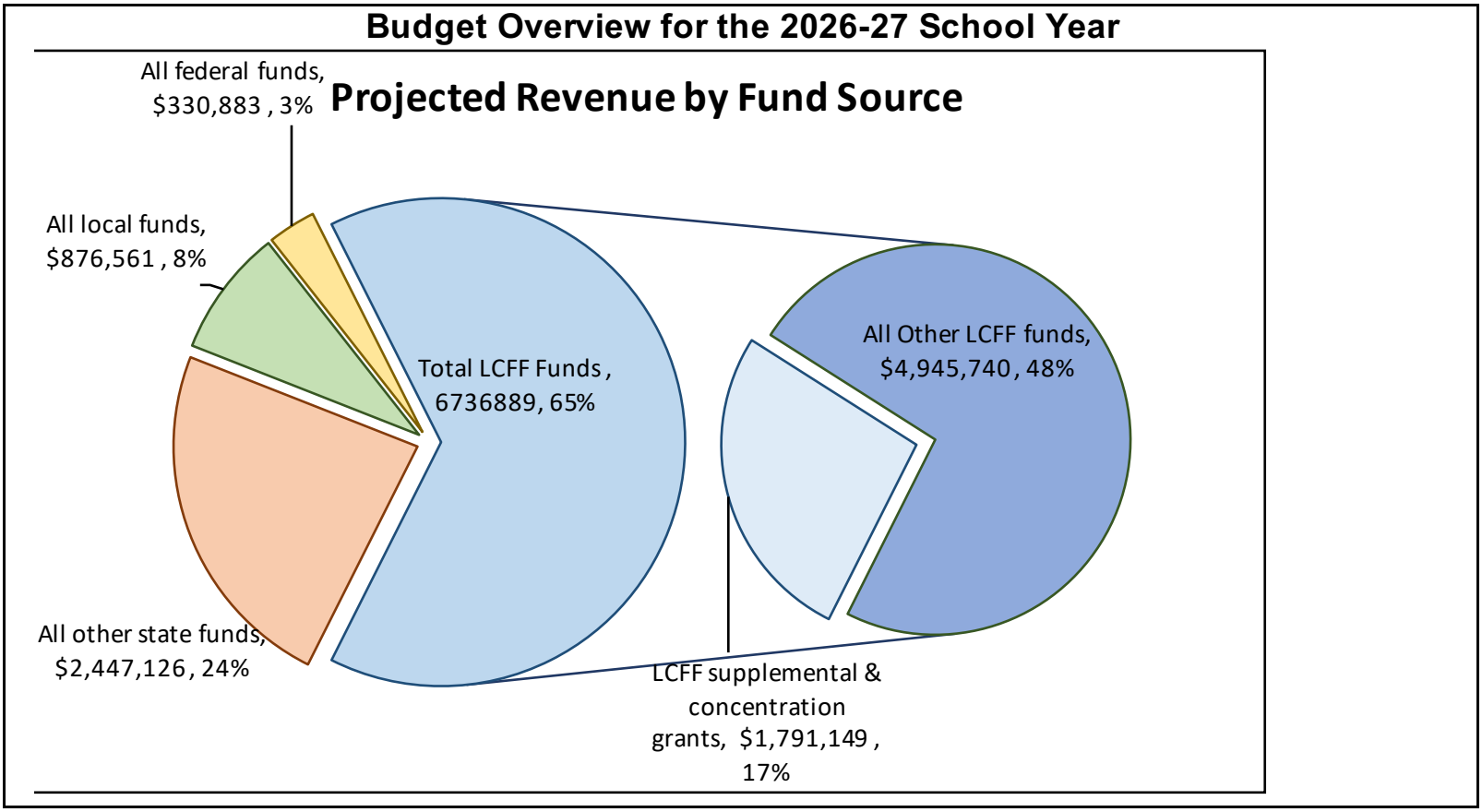
Local Educational Agency (LEA) Name: ARISE High School

CDS Code: 01 61259 0115238

School Year: 2026-27

LEA contact information: Karla Gandiaga, karla@arisehighschool.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

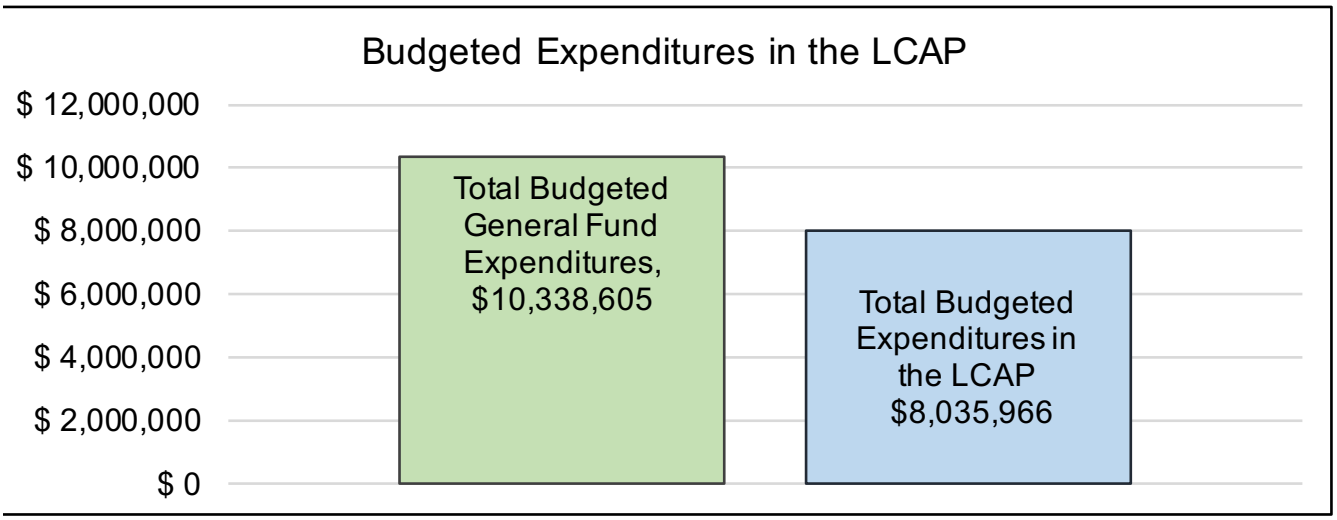


This chart shows the total general purpose revenue ARISE High School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for ARISE High School is $10,391,459.00, of which $6,736,889.00 is Local Control Funding Formula (LCFF), $2,447,126.00 is other state funds, $876,561.00 is local funds, and $330,883.00 is federal funds. Of the $6,736,889.00 in LCFF Funds, $1,791,149.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.

LCFF Budget Overview for Parents



This chart provides a quick summary of how much ARISE High School plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: ARISE High School plans to spend $10,338,605.00 for the 2026-27 school year. Of that amount, $8,035,966.00 is tied to actions/services in the LCAP and $2,302,639.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

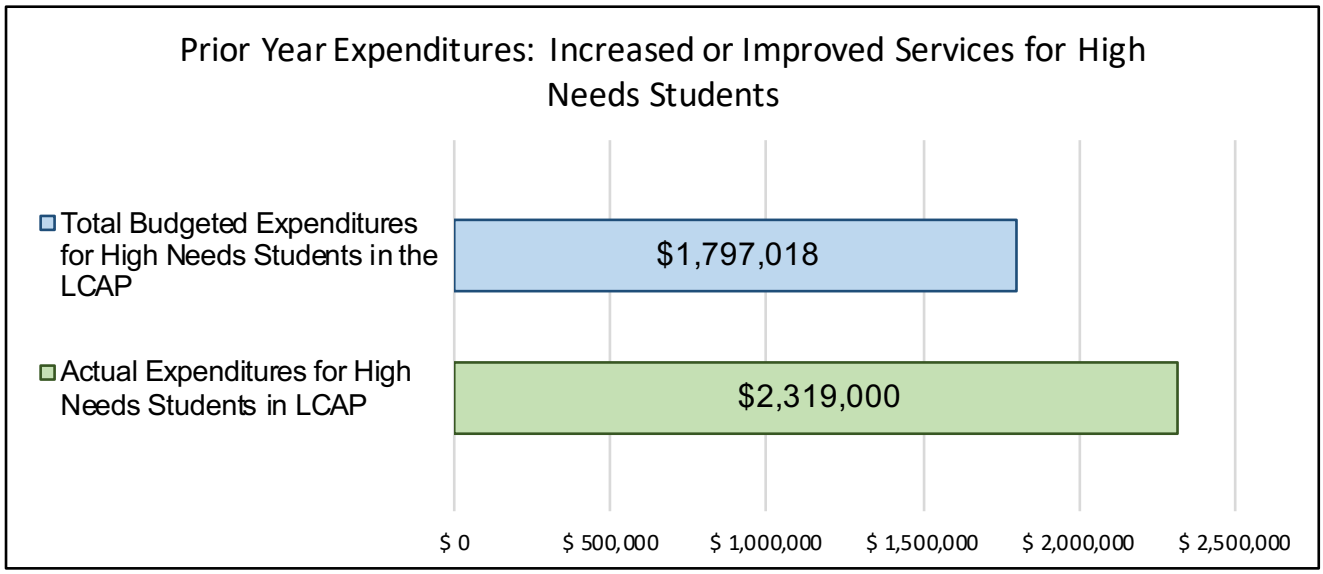
Business Services, Food Services, Postage, Equipment Leases, Depreciation, Interest, Legal and Oversight Fees

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, ARISE High School is projecting it will receive $1,791,149.00 based on the enrollment of foster youth, English learner, and low-income students. ARISE High School must describe how it intends to increase or improve services for high needs students in the LCAP. ARISE High School plans to spend $1,921,414.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what ARISE High School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what ARISE High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, ARISE High School's LCAP budgeted $1,797,018.00 for planned actions to increase or improve services for high needs students. ARISE High School actually spent $2,319,000.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
ARISE High School	Karla Gandiaga, Head of School	karla@ARISEhighschool.org 510.436.5487

Plan Summary 2026-27

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

The mission of ARISE High School is to empower ourselves with the skills, knowledge, and agency to become highly educated, humanizing, critically conscious, intellectual, and reflective leaders in our community. At ARISE we nurture, train, and develop our school community to engage in a continuous practice of strengthening mind, heart, and body toward a vision where we actively rise up. Agency and self-determination drive our struggle to improve our own material and social conditions toward a healthier, more equitable, and more just society.

ARISE High School has been honored to serve the Oakland community for nearly twenty years. The school was developed through a unique partnership with the Mills College School of Education, the Mills College TRIO Programs, Upward Bound, Oakland Community Organizations, and the Coalition of Essential Schools, with the shared goal of shifting the discourse in urban education by challenging the traditional schooling model. Our founders, just as our staff today, believe that all children deserve a quality education that does not replicate inequitable or oppressive institutions. Instead, we have developed a rigorous, high-engagement, and authentic learning experience for our students.

In 2017, ARISE became a Linked Learning Pathway with a theme of Public and Community Health for the People. In 2022–23, ARISE was awarded a Strong Workforce Program (SWP) grant to design a second CTE Pathway, Education for the People, to address the challenges in attracting and retaining people of color to the education sector, particularly those who live in the communities in which they will teach. Today, ARISE offers two Linked Learning pathways: Public and Community Health for the People and Education for the People, with students selecting their pathway in 11th grade after completing a 10th grade introduction to both. ARISE's Public and Community Health Pathway is recognized as **Linked Learning Gold Certified**, and the school has applied for **Silver Certification** for its Education Pathway.

In 2025-26, ARISE High School served approximately 400 students in grades 9–12, preparing students from low-income families to be the first in their families to attend college. Approximately 78 percent of students qualify for free and reduced-price lunch, 33.3 percent are English Learners, and 17.3 percent qualify for special education services. The LCFF Unduplicated count is approximately 92 percent. Approximately 94 percent of ARISE students identify as Hispanic or Latino.

Learning Recovery and Emergency Block Grant

ARISE High School will use Learning Recovery and Emergency Block Grant (LREBG) funds in 2026–27 to support a targeted intervention for Long-Term English Learners (LTELs). This is the student group identified as experiencing the greatest academic and engagement needs based on Dashboard indicators, ELPAC growth, reclassification rates, chronic absenteeism, and local assessment data. In Action 1.5, Academic Mentor for LTELs, LREBG funds will be used to split-fund a 1.0 FTE Academic Mentor for LTEL Intervention.

The Academic Mentor will provide direct, embedded support for LTELs in 11th grade English and Math, including academic language scaffolds, small-group instruction, targeted literacy and numeracy intervention, reclassification support, progress monitoring, and coordinated attendance outreach. The position will also collaborate with English, Math, and ELD teachers to align instruction with ELD standards and integrate language objectives across content. This action is supported by the following research:

-Goldenberg, C. (2013). Unlocking the research on English learners. American Educator, 37(2), 8–23

-Walqui, A., & van Lier, L. (2010). Scaffolding the academic success of adolescent English learners. WestEd.

-California Department of Education. (2014). English language arts/English language development framework for California public schools. Sacramento, CA

This action directly addresses demonstrated needs in LTEL academic performance, language development, and attendance, and is aligned to ARISE's instructional model and existing Academic Mentor framework. The expected outcomes include improved LTEL performance on CAASPP ELA and Math, increased ELPAC growth and reclassification rates, and reduced chronic absenteeism. Progress will be monitored through the existing metrics of CAASPP results, ELPAC scores, NWEA MAP growth, chronic absenteeism data, and course grades.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

California School Dashboard Summary

The 2025 CA School Dashboard illustrates the progress that has been made in improving graduation and college preparation rates, and in decreasing suspension rates. ELA scores, while dipping slightly in 2025, are still much improved from the baseline year. Math scores are up 14 points from last year. English Learner Progress continues to be an area of high need.

California School Dashboard

Category	Baseline 2023	Yr 1 2024	Yr 2 2025
ELA DFS	-24.20	-1.30	-4.30
Math DFS	-93.70	-102.50	-88.10
EL Progress	47.10%	29.90%	28.80%
CCI - % Prepared	90%	86.10%	96%
Graduation Rate	90.1%	90.10%	97%
Suspension Rate	5.60%	5.10%	3.10%

ELA and Math: This year's Dashboard reflects **notable academic improvement**, including **the highest Math performance ARISE has posted in years**, signaling the impact of consistent instructional coaching, collaborative planning, and coherent schoolwide rubrics. English Language Arts performance remained stable, with local benchmark data showing gains in writing and argumentation across grades. Students are benefiting from increasingly aligned backward-mapped units, common performance tasks, and targeted intervention through Academic Mentors and embedded office hours. In analyzing CAASPP data, an achievement gap persists, with English Learners performing well below their peers in ELA and Math, and Students with Disabilities performing below their peers in Math. All of the actions in Goal 1 are focused on addressing these needs.

EL Progress: With English Learners making up almost 40% of our student population, it is critically important that we bolster supports for English language acquisition to improve the academic outcomes for these students. Specific actions to address these needs are included in Goal 1, Action 6.

CCI and Graduation: We are very proud that 97% of our students graduated, and 96% of those students demonstrated preparedness for college/career, earning the school Blue Status on the 2025 CA Dashboard for both categories. 94% of Arise students completed a CTE pathway, demonstrating mastery of applied academic and career-readiness competencies.This year (2024–25), **97 percent of ARISE 12th graders applied to at least one CSU**, reinforcing the culture of postsecondary aspiration nurtured in our pathways and advisory structures.

We attribute these successes to the school's engagement and outreach efforts, as well as the strong support of teachers and academic mentors. Each grade level has an academic counselor who works directly with students to plan their academic and professional future and keep them on track for graduation. Every student also has an advisor who knows them and their family well, checks in with them regularly, and tracks their progress on a weekly basis. ARISE leadership continues to implement strategies and supports to ensure that ARISE successfully serves as many students as possible towards graduation in four years. This involves building individualized and tiered supports through our counseling, restorative justice, and social emotional student support teams.These actions are described in Goal 3.

ARISE's **four-year cohort dropout rate dropped even further to 1% percent.** We attribute this to strong student support systems, family engagement, and early identification of students in need of academic or socio-emotional support. Every grade level has a dedicated counselor, and every student has an advisor who maintains meaningful, consistent communication with families and monitors weekly progress. These structures enable rapid intervention and ensure that students remain connected to the community and on track for graduation.

ARISE leadership continues to expand the structures that have contributed to these academic and cultural gains, including:

-Accessible mental health and SEL services
-Office hours and targeted academic tutoring
-Wednesday Enrichment offerings grounded in industry and community partnerships
-Dual enrollment courses offered both on-site and in partnership with Peralta Colleges
-Student retreats, capstone projects, and pathway-aligned internships
-Academic Mentors who tutor, coach, and support dual enrollment navigation

These supports ensure that ARISE continues to serve as many students as possible toward **graduation in four years**, with equitable access to pathways, college and career preparation, and the socio-emotional resources necessary for long-term success.

Suspension: ARISE continues to be guided by restorative and relational practices. YouthTruth results show African-American students reporting the highest levels of safety and connection, a direct reflection of identity-affirming advisory structures, our expanded socio-emotional team, and our restorative justice systems.

ARISE has significantly invested in the following actions, described in Goal 2:

-Expanded on-site mental health services
-A strengthened Restorative Justice team
-Increased Academic Mentor support
-Tiered interventions through counseling, SEL staff, and RJ structures

These focused actions were established for the duration of this 3-year LCAP based on the needs identified by an Orange Status for suspension rates for all students and all numerically significant student groups.These layered supports have already contributed to **lower suspension rates in 2024–25** and greater consistency in early intervention, relationship repair, and preventative structures.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Not applicable

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

ARISE High School is a single school LEA that is not eligible for comprehensive support and improvement.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Parents	ARISE High School engaged parents and families throughout the 2025–26 school year through a structured series of Wolfpack Family Leadership meetings, which function as the school's primary parent advisory body. Across the year, ARISE held **10 Wolfpack meetings**, each designed to support two goals: (1) building parent leadership and understanding of school systems, and (2) ensuring meaningful consultation with families on the development and monitoring of the LCAP. In addition to these meetings, ARISE leadership also gathered input through informal structures such as one-on-one communication with families, phone calls, and multilingual outreach. These collective engagement efforts ensured that parent perspectives directly informed the development of the 2026-27 LCAP and its identified actions, metrics, and resource allocations.
Teachers, administrators, and other school personnel	ARISE High School engages teachers, administrators, and school personnel through a robust distributive leadership model that creates multiple, ongoing opportunities for staff to provide direct input into the development, monitoring, and refinement of the LCAP. The following engagement structures ensure that educators consistently review data, assess the effectiveness of actions, elevate emerging needs, and inform budget and programmatic decisions: ● A-Team (Administrative Leadership Team) ● Beloved Community Meeting (BCM) ● Team Freire (Teacher Leadership for Advisory & Instructional Supports) ● Community Engagement Team (CET) ● Team Hooks (Culture and Climate Team) In addition to leadership teams, ARISE engages all staff through multiple surveys throughout the year.

Students	ARISE High School engages students throughout the year in a structured and ongoing process to inform the development and monitoring of the LCAP: ● August–September: Input on advisory routines, culture, engagement, and student needs ● October–November: Feedback on academics, tutoring, mental health, and pathway supports ● January–February: Mid-year survey review and formal LCAP progress monitoring ● March–April: Semester Community Learning & Enrichment feedback and reflection on engagement May: Student perspectives used to prioritize needs and shape actions for the next LCAP cycle Through these structures, students have directly shaped decisions related to academic supports, LTEL intervention, mental health and wellness systems, advisory redesign, enrichment programming, and overall school climate.
SELPA	The SELPA provided feedback throughout the year at regular meetings.
Other Community Organizations	ARISE High School maintains strong partnerships with community organizations, industry partners, higher education institutions, and public health agencies that play a significant role in informing the development and monitoring of the LCAP. These partners support ARISE's Public & Community Health and Education pathways, Wednesday Enrichment, community learning, dual enrollment, internships, and mental health/wellness initiatives. Because of the depth of these partnerships, ARISE integrates the following structured opportunities for partner feedback throughout the year: ● Pathways Advisory Council ● Community Learning & Enrichment Partners ● Higher Education and Dual Enrollment Partners ● Mental Health and Wellness Partners
Governing Board	During the 2025–26 school year, the Board reviewed data, gathered input, and took formal action connected to the development of the **2026–27 LCAP** at key points: ● February 20, 2026 - LCAP Midyear Progress Report ● March 24, 2026 – LCAP Public Hearing ● June 9, 2026 – LCAP Adoption, Budget Adoption, Presentation of Local Indicators

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Feedback from students, families, staff, community partners, and the Governing Board significantly shaped the development of the 2026–27 LCAP. Across Wolfpack meetings, leadership teams, student leadership groups, surveys, advisory reflections, community partner convenings, and Board discussions, several consistent priorities emerged. These priorities directly influenced new and continuing actions in the LCAP.

Strengthening and Expanding Pathways: Educational partners—especially families, teachers, and community organizations—expressed a desire to deepen the rigor, coherence, and real-world relevance of ARISE's two Linked Learning pathways. Partners highlighted the value of strong work-based learning, industry-aligned coursework, and authentic capstone projects.

Influence on LCAP: The 2026–27 LCAP includes expanded funding for pathway staffing, stronger partner coordination, and additional supports for dual enrollment, internships, and integrated project-based learning.

Expanding the Academic Mentor Program: Students and families consistently named the Academic Mentor program as one of the most effective supports ARISE offers. They requested more direct instructional support, especially for LTEL students and for students needing help in math and writing.

Influence on LCAP: The LCAP adds Action 1.11, funding an LTEL-focused Academic Mentor through LREBG, and expands mentor deployment during core instruction, advisory, and office hours.

Increasing Mental Health and Wellness Supports: Staff, students, and families all emphasized the impact of ARISE's mental health services and expressed a desire for more counseling availability and earlier intervention.

Influence on LCAP: Additional mental health staffing, expanded SEL programming, and more coordinated supports with the Beloved Community team were added to Goal 2 actions.

Growing the Community-to-Educator Pipeline: Partners—including students, parents, community organizations, and pathway instructors—shared strong support for continuing to develop ARISE's Education Pathway as a pipeline for students of color to enter teaching and youth-serving careers.

Influence on LCAP: The LCAP invests in continued course development, dual enrollment alignment, paid experiences for students, and future educator preparation supports.

Strengthening Restorative Justice Practices and School Culture: Students and staff repeatedly emphasized the importance of restorative practices, relationship-centered culture, and proactive supports. Many shared that additional RJ capacity was needed to address conflict, build community, and respond to rising neighborhood safety concerns.

Influence on LCAP: Funding was allocated to increase RJ staffing, add more community-building advisory lessons, expand de-escalation and relational training for staff, and improve supervision and safety systems.

Addressing Neighborhood Safety Concerns: Families, students, and staff noted increased concern regarding safety around the school neighborhood and expressed a desire for more supervision, coordinated protocols, and increased adult presence.

Influence on LCAP: The LCAP includes expanded RJ and culture staffing, enhanced arrival/dismissal supervision, stronger safety communication systems, and additional training for staff.

Expanding Community Building, Enrichment, and After-School Opportunities: Students specifically requested more opportunities for connection, belonging, and joy—including more field trips, community experiences, and after-school clubs. Staff echoed the need for structured experiences that strengthen culture and engagement.

Influence on LCAP: The LCAP adds funding for expanded field trips, Wednesday Enrichment programming, after-school clubs, and community-building activities embedded into advisory and pathways.

Sustaining Strong College and Career Supports: Families and students consistently praised ARISE's college advising and wanted to sustain staffing levels and individualized guidance, especially around financial aid, college applications, and transition planning.

Influence on LCAP: The LCAP continues to invest in college and career staffing, senior supports, dual enrollment coordination, and expanded partnerships with higher education institutions.

Goals and Actions

Goal 1

Goal #	Description	Type of Goal
1	ARISE students will be immersed in common-core, NGSS, and CTE aligned curriculum and instruction which prepares students for college and career while emphasizing knowledge of self, humanizing love, and performance assessment.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 Basic Conditions of Learning (Teacher credentials, standards aligned materials), #2 State Standards (Implementation of appropriate standards), #4 Pupil Outcomes (EL Reclassification and standardized tests), #7 Course Access (Broad Course of Study)

An explanation of why the LEA has developed this goal.

If ARISE provides Curriculum and Instructional Materials, teacher effectiveness supports, a rigorous Instructional Model adapted to meet the needs of ARISE students, professional development and resources to support data driven instruction, and Summer School, ARISE students will demonstrate progress on CAASPP ELA and Math assessments, NWEA MAP Reading and Math assessments, and report a high degree to which students feel that they are being challenged by their coursework and teachers, a high percentage of teachers fully credentialed and appropriately placed and correctly assigned, all students with access to their own copies of standards-aligned instructional materials for use at school and at home, and full implementation and sustainability of all state-adopted content standards. Additionally, if the school provides English Language Development, Special Education, and a Response to Intervention program, there will be increased English Learner Reclassification rates, English Learner Progress rates and a decrease in the Distance from Standard for our students with disabilities, English Learners, and Socioeconomically Disadvantaged students on the CAASPP assessments.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA: Distance from Standard for all students and all statistically significant subgroups	All students: -24.2 SED: -21.6 EL: -125.4 (fewer than 30 students Hispanic/Latinx: -22.9	All students: -1.3 SED: -7.3 EL: -65.7 SWD: -69 (fewer than 30 students)	All students: -4.3 SED: -6.2 EL: -60.4 SWD: -38.9 HI:-3.1	All students: 28 SED: 28 EL: -40 HI: 28	All students: +19.9 SED: +15.4 EL: +65 SWD: +30.1 HI: +19.8

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA Dashboard	Data Year: 2022-23	Hispanic/Latinx: -3.1 Data Year: 2023-24	Data Year: 2024-25		
1.2	CAASPP Math: Distance from Standard for all students and all statistically significant subgroups Source: CA Dashboard	All students: -93.7 SED: -91.8 EL: -127.2 Hispanic/Latinx: -94.8 Data Year: 2022-23	All students: -102.5 SED: -107.4 EL: -157.6 SWD- -146.1 (fewer than 30 students) Hispanic/Latinx: -105.9 Data Year: 2023-24	All students: -88.1 SED: -87.6 EL: -122.8 SWD: -126.8 HI: -84.8 Data year: 2024-25	All students: -65 SED: -65 EL: -90 HI: -65	All students: +5.6 SED: +4.2 EL: +4.4 SWD: +19.3 HI: +10
1.3	% of students meeting NWEA MAP growth targets in Reading and Math. Source: NWEA extract	2023-2024: 63% met Fall to Winter growth targets in Math 2023-2024: 68% met Fall to Winter growth targets in Reading	2024-2025: 70% met Fall to Winter growth targets in Math 2024-2025: 55% met Fall to Winter growth targets in Reading	2025-26: 63% met Fall to Winter growth targets in Math 2025-26: 61% met Fall to Winter growth targets in Readins	Math: 70% meeting growth target Reading: 70% meeting growth target	Math: maintained Reading: -7%
1.4	% of ELs who make annual progress in English fluency as measured by the ELPAC Source: CA Dashboard	47.1% Data Year: 2022-23	29.9% Data Year: 2023-24	28.8% Data Year: 2024-25	55%	-18.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	EL Reclassification Rate Source: DataQuest	7% Data Year: 2022-23	13% Data Year: 2023-24	7.2% Data Year: 2024-25	50%	+0.2%
1.6	Youth Truth Student Survey: The degree to which students feel that they are being challenged by their coursework and teachers. Source: Annual student survey: Scale of 1 (Strongly disagree) to 5 (Strongly agree)	3.63 Data Year: 2023-24	3.88 Data Year: 2024-25	3.94 Data Year: 2025-26	4.0	+0.31
1.7	% of teachers fully credentialed and appropriately placed and correctly assigned Source: SARC	44% fully credentialed 9.3 teachers misassigned Data Year: 2021-22	55.5% fully credentialed 8 teachers misassigned Data Year: 2022-23	67.6% fully credentialed 5.5 teachers misassigned Data Year: 2023-24	100%	+23.6%
1.8	% of students have access to their own copies of standards-aligned instructional materials for use at school and at home Source: Local measures	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.9	Implementation of all adopted standards, including ELD standards and CTE model standards) AND access to broad course of study Source: Local measures	100% Data Year: 2023-24	100% Data Year: 2024-25	100% Data Year: 2025-26	100%	Maintained
1.10	% of LTELs scoring at Levels 3 or 4 on the ELPAC Source: DataQuest	Level 3: 32.47% Level 4: 25.97% Data Year: 2022-23	Level 3: 38.71% Level 4: 6.45% Data Year: 2023-24	Level 3: 40% Level 4: 6.25% Data Year 2024-25	Level 3: 35% Level 4: 35%	Level 3: +7.53% Level 4: -19.72%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 1.1 – Curriculum and Instructional Materials: This action was implemented as planned. ARISE maintained schoolwide access to standards-aligned instructional materials across all content areas, including Common Core, NGSS, ELD, and CTE, with materials available to students both at school and at home. No major challenges were identified for this action.

Action 1.2 – Teacher Effectiveness: This action was implemented through ongoing coaching, instructional rounds, and evaluation cycles aligned to the ARISE Instructional Core, with administrators and instructional leaders providing regular feedback and support. Challenges included staffing transitions and the ongoing need to support new and early-career teachers, which informed refinements to coaching and induction structures.

Action 1.3 – Instructional Model: The ARISE instructional model was implemented as planned, including the 4x4 block schedule, double-block math and English, mastery-based grading, performance assessments, and Academic Mentor support embedded in core classes. Variability in implementation across classrooms highlighted the need for stronger calibration, instructional rounds, and model unit development in the coming year.

Action 1.4 – Professional Development: Professional development was delivered throughout the year via full-day PD, department meetings, coaching cycles, and targeted trainings, including literacy, ELD, anti-racist pedagogy, and pathway alignment. Challenges included balancing depth of professional learning with teacher workload, which informed shifts toward more job-embedded and differentiated PD structures.

Action 1.5 – Data-Driven Instruction: Data-driven instruction was implemented through quarterly data reviews, NWEA MAP analysis, department-level planning, student-led conferences, and targeted small-group interventions supported by Academic Mentors. Challenges included ensuring consistent use of data across classrooms, which informed plans to strengthen calibration and coaching tied to data cycles.

Action 1.6 – English Language Development: This action was implemented through designated and integrated ELD instruction, EL coordinator oversight, Constructing Meaning professional development, and targeted Academic Mentor support for English Learners and newcomers. Challenges included limited acceleration for LTELs and lower ELPAC growth, which directly informed the creation of a dedicated LTEL Academic Mentor position.

Action 1.7 – Academic Supports: Academic supports were implemented as planned through summer programming, credit recovery, dual enrollment enrichment, internships, and orientation supports for incoming students. Challenges included limited scale and staffing capacity, informing refinements to scheduling and alignment with core-year interventions.

Action 1.8 – Special Education: Special education services were implemented through a full inclusion model supported by education specialists, small caseloads, case managers, Academic Mentors, and related service providers. Challenges included staffing sustainability and increasing service demands, which will continue to inform resource allocation.

Action 1.9 – Response to Intervention: RTI structures were implemented through advisory, case management, academic counseling, coordination of services meetings, and tiered academic and social-emotional interventions. Challenges included increasing complexity of student needs, informing refinements to tiered supports and staffing structures.

Action 1.10 – Academic Mentors: The Academic Mentor program was implemented as planned, with mentors embedded in core classrooms, advisory, office hours, and dual enrollment support to provide academic and executive functioning assistance. Challenges included mentor-to-student ratios and expanding needs, informing targeted deployment and role differentiation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 1.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 1.1 – Curriculum and Instructional Materials: Consistent access to aligned curriculum supported instructional coherence and contributed to improved CAASPP and NWEA outcomes.

Action 1.2 – Teacher Effectiveness:Teacher credentialing rates continued to improve, and staff reported increased clarity around instructional expectations.

Action 1.3 – Instructional Model: Extended instructional time and embedded supports contributed to gains in Math CAASPP results and NWEA growth.

Action 1.4 – Professional Development: Professional development supported increased instructional alignment and teacher collaboration.

Action 1.5 – Data-Driven Instruction: The use of MAP, course performance, and formative assessment data strengthened targeted intervention and progress monitoring.

Action 1.6 – English Language Development: ELs continued to receive consistent language supports across content areas, and reclassification rates improved compared to prior years.

Action 1.7 – Academic Supports: These supports increased access to credit recovery and postsecondary exposure.

Action 1.8 – Special Education: Students with disabilities demonstrated notable improvement in Math CAASPP outcomes, reflecting the effectiveness of inclusive practices and targeted supports.

Action 1.9 – Response to Intervention: Early identification and case management supported strong graduation and dropout outcomes.

Action 1.10 – Academic Mentors: Academic Mentors contributed to increased access to individualized support and supported MAP growth and course completion.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to Actions:

Action 1.5 Data Driven Instruction was removed as a stand-alone action as it was already included in other actions. This number was replaced with *NEW* Action 1.5 Academic Mentors for LTELs.This action was planned in response to 2025–26 data and will be implemented in 2026–27 through the addition of a dedicated LTEL-focused Academic Mentor supporting 11th grade English and Math, and funded through LREBG.

Action 1.6 English Language Development was adjusted to remove the teacher assistants, as they were already captured in 1.10.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Curriculum and Instructional Materials	We will continue to purchase curriculum and align instructional materials aligned to adopted state standards (including Common Core State Standards, CA ELD standards, Linked Learning, and CTE model standards) to ensure all students have access to rigorous content that prepares them for college and career. This includes digital platforms and licenses such as Schoology, Illustrative Mathematics, IXL, Paxton Patterson and Newsela.	$45,000	N

Action #	Title	Description	Total Funds	Contributing
1.2	Teacher Effectiveness	We will develop and retain highly qualified, appropriately credentialed and assigned teachers. ● Utilize the ARISE Teacher Evaluation framework to provide ongoing feedback and continuously improve practice, as well as evaluate teachers. ● Quarterly Instructional round observations executed by administration and Instructional Leadership team using ARISE's Instructional Core Teaching Rubric. Data is used by coaches to inform whole school wide instruction as well as professional development areas of focus. ● Teacher Sustainability: Balance teacher salaries and work load	$40,000	N
1.3	Instructional Model	ARISE provides a unique instructional model that provides rigorous, college preparatory courses with adequate support to ensure student success. Key components of this model include: - 4 X 4 block schedule to meet instructional demands with increased focus and rigor - Double math and English instruction - Mastery-based instruction and grading - Teacher and Academic Mentor in every core classroom - Utilize performance assessments across curricular areas, providing students with authentic purposes and audiences to demonstrate mastery in preparation for college and career.	$1,431,489	N
1.4	Professional Development	Professional Development for Rigorous Academics (Linked Learning Pillar 1): ARISE ensures continued alignment of Scope and Sequence, Curriculum, and Performance Assessments to Common Core State Standards, English Language Development Standards, Next Generation Science Standards, and State Standards. The school provides ongoing professional development for teachers to support practice utilizing internal and external expertise, via professional development days, critical inquiry groups, department meetings, coaching cycles, and offsite professional development. - Design and implement culturally responsive curriculum that supports students in developing a strong knowledge of self and identity while mastering standards and academic independence, as well as providing teachers with ongoing professional development to support implementation - Support teachers in aligning curriculum to CTE and integrating SBAC/EAP and SAT preparation, as well as aligning to Linked Learning Pathway standards	$293,384	N

Action #	Title	Description	Total Funds	Contributing
		- Teacher led PD with teachers sharing best practice - Teachers attend specific professional development offerings such as EL Achieve PD for best practices of English learners, Habla Institute and Project based learning trainings for support in creating culturally responsive, meaningful learning experiences for students. - New Teacher Academy - once a month new teachers have PD targeted to new teacher needs - Academic Mentors have professional development sessions designed specifically to meet their needs. - Once a quarter full day professional development - all staff including Academic Mentors, operations, student support staff. - All staff Anti-Racist PD last year began and now with full staff days - the first two hours of full day pd are devoted to this work. - Partnering with Stanford STEP program for student teachers. - Professional development time is embedded into the school day while students are in community based learning. - Preparation periods for teachers are protected time. Art teacher has an academic mentor to support during preparation periods.		
1.5	Academic Mentor for LTELs *NEW*	ARISE High School will use Learning Recovery and Emergency Block Grant (LREBG) funds in 2026–27 to support a targeted intervention for Long-Term English Learners (LTELs), the student group identified as experiencing the greatest academic and engagement needs based on Dashboard indicators, ELPAC growth, reclassification rates, chronic absenteeism, and local assessment data. The Academic Mentor will provide direct, embedded support for LTELs in 11th grade English and Math, including academic language scaffolds, small-group instruction, targeted literacy and numeracy intervention, reclassification support, progress monitoring, and coordinated attendance outreach. The position will also collaborate with English, Math, and ELD teachers to align instruction with ELD standards and integrate language objectives across content.	$28,000	N
1.6	English Language Development	Provide all English Learners with a structured English immersion program including integrated ELD instruction and designated ELD targeted to their proficiency level, in alignment to the ELD standards and designed to support them in achieving English proficiency.	$157,883	N

Action #	Title	Description	Total Funds	Contributing
		• Dean of Literacy to monitor progress, teach, and provide coaching and professional development for teachers • Partner with EL Achieve as part of our whole-school literacy model, which uses their Constructing Meaning program as a foundation for all teachers integrating EL-focused literacy strategies in every classroom. Teachers at ARISE are trained in the Constructing Meaning program, including several teachers who attend their 5-day seminar to develop expertise in literacy strategies. • ARISE has one multi-level designated EL support class for students who are scoring mostly in the Beginning to Develop (1) or the Somewhat Developed (2) assessment levels on the ELPAC. • Newcomer students at ARISE are assigned a designated Academic Mentor who shadows them throughout the school day to provide individual support. • Implementation of best practices including increased differentiation for English Learners, especially LTELs.		
1.7	Academic Supports	ARISE provides students with support in meeting high school graduation, CTE pathway, and college preparation requirements during the summer. • June WBL and internship program (21st century Skill building, training on resume-building, interviewing, and actual internship) • Dual Enrollment enrichment courses in and around public and community health, counseling, Spanish, and math intro courses provided by Merritt College • August 1-week Orientation incoming 9th graders (model, meet advisors, intro) • Credit recovery courses offered in June for students with disabilities.	$90,316	N
1.8	Special Education	ARISE provides students with disabilities all required special education services in a full inclusion model, except where students need to be pulled out for individual services, like counseling or occupational therapy. This program is overseen by a Director of Special Education and supported with a full-time administrative assistant to schedule IEP meetings. All students with disabilities have an advisory class with both a special education and general education teacher. Academic Mentors, trained in providing accommodations and modifications, provide additional support in excess of the required minutes provided by the education specialists. We currently have six Education Specialists, and each has an average caseload of only 9 students to ensure all students	$994,994	N

Action #	Title	Description	Total Funds	Contributing
		get the support they need. Students with disabilities also have access to our reading intervention classes.		
1.9	Response to Intervention	Head of School-Student Support coordinates the Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for students from low-income families, and services for Latino males) with a special emphasis on creating a school-wide culture of literacy. Students are case managed through the academic and personal development process using the structures of Advisory and Coordination of Services Team. A key component of the RTI model is the academic counselor that is assigned to each grade level and loops with the students to ensure students are getting the necessary support based on their needs. Another component of the program is the additional Academic Support class offered once a week.	$401,489	Y
1.10	Academic Mentors	The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for every student in every classroom while increasing teacher capacity to focus on excellent teaching and learning as defined by the ARISE Instructional Core.	$854,097	Y

Goals and Actions

Goal 2

Goal #	Description	Type of Goal
2	The ARISE community will nurture, train, and discipline our entire school to embody our core values of respect, persevere, build, and lead.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #1 - Basic Conditions (facilities), #5 Pupil Engagement (ADA, Chronic Absenteeism), #6 School Climate (suspension, expulsion, surveys), #3 - Parent involvement

An explanation of why the LEA has developed this goal.

Student engagement as a whole is an ongoing area for growth. If we create a positive school culture, students will attend school regularly with few behavior incidents and develop a strong connection to the school community.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Average daily attendance rate Source: Attendance Reports	P2: 93.29% Data Year: 2023-24	P2: 92.62% Data Year: 2024-25	P2: 91.94% Data Year: 2025-26	94.5%	-1.35%
2.2	Chronic Absence Rate for all students and all numerically significant subgroups Source: DataQuest	All Students: 25.4% SED: 24.3% EL: 28.0% SWD: 34.4% Hispanic/Latinx: 25.5% Data Year: 2022-23	All Students: 22.2% SED: 20.7% EL: 22.6% SWD: 35.2% African American: 45.5% Hispanic/Latinx: 21% Data Year: 2023-24	All Students: 25.1% SED: 24% EL: 29.8% SWD: 31.3% AA: 21.4% HI: 24.3% Data Year: 2024-25	<10%	All Students: -0.3% SED: -0.3% EL: +1.8% SWD: -3.1% AA: -24.1% HI: -1.2%
2.3	Suspension Rate for all students and all numerically significant subgroups Source: DataQuest	All Students: 5.6% SED: 5.4% EL: 5.3% SWD: 7.6% Hispanic/Latinx: 5.7% Data Year: 2022-2023	All Students: 5.1% SED: 5% EL: 7.5% SWD: 14.1% African American: 0% Hispanic/Latinx: 5.4% Data Year: 2023-2024	All Students: 3.1% SED: 3.4% EL: 3.1% LTEL: 3.7% SWD: 3.7% AA: 0% HI: 3.3% Data Year: 2024-25	<3%	All Students: -2.5%’ SED: -2% EL: -2.2% LTEL: N/A SWD: -3.9% AA: N/A HI: -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.4	Expulsion Rate for all students and all numerically significant subgroups Source: DataQuest	All Students: .7% SED: .5% EL: 0% SWD: 0% African American/Black: 0% Hispanic/Latinx: .7% Data Year: 2022-2023	All Students: 0% Data Year: 2023-2024	All Students: 0.2% SED:* EL:* SWD: * AA: 0% HI: 0.3% Data Year: 2024-25	<.5%	All Students: -0.5% SED: N/A EL: N/A SWD: N/A AA: Maintained HI: -0.4%
2.5	HS 4-Year Cohort Dropout Rate for all students and all numerically significant subgroups Source: DataQuest	All: 10.1% HI: 11.1% EL: 19.2% SWD: 25% SED: 10.1% Data Year: 2022-2023	All: 10.2% HI: 10.9% EL: 18.4% SWD: 36.4% SED: 10.4% Data Year: 2023-2024	All: 1% HI: 1.1% EL: 0% SWD: 0% SED: 1.1% Data Year: 2024-25	<6%	All: -9.1% HI: -10% EL: -19.2% SWD: -25% SED: -9%
2.6	% of teachers and parents feeling school is safe and that they are connected to school community Source: Youth Truth	Teachers: 64% (feel safe from harm); 91% (feel engaged in their work) Parents: 84% (safe place to learn); 78% (feel engaged in the school) Data Year: 2023-24	Teachers: 54% (feel safe from harm); 81% (feel engaged in their work) Parents: 88% (safe place to learn); 88% (feel engaged in the school) Data Year: 2024-25	Teachers: 51% (Feel safe from harm; 86% (feel engaged in their work) Parents: 85% (safe place to learn); 84% (feel engaged in the school) Data Year: 2025-26	93%	Teachers: -13% (feel safe from harm); -5% (feel engaged in their work) Parents:+1% (safe place to learn);+6% (feel engaged in the school)
2.7	Youth Truth Student Survey: % of	6%	5%	7%	3%	+1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	students who report being bullied or harassed Source: Annual student survey: Scale of 1 (Strongly disagree) to 5 (Strongly agree)	Data Year: 2023-24	Data Year: 2024-25	Data Year: 2025-26		
2.8	Youth Truth Student Survey: The degree to which students believe that their school fosters a culture of respect and fairness Source: Annual student survey: Scale of 1 (Strongly disagree) to 5 (Strongly agree)	3.17 Data Year: 2023-24	3.63 Data Year: 2024-25	3.71 Data year: 2025-26	3.55	+0.54
2.9	Youth Truth Student Survey: The degree to which students feel welcome at their school and have collaborative relationships with their classmates Source: Annual student survey: Scale of 1 (Strongly disagree) to 5 (Strongly agree)	3.35 Data Year: 2023-24	3.47 Data Year: 2024-25	3.54 Data Year: 2025-26	3.56	+0.19

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	School Facilities in Good repair Source: Annual FIT survey	Overall Good Repair Data Year: 2023-24	Overall Good Repair Data Year: 2024-25	Overall Rating: Exemplary Data Year: 2025-26	Overall Good Repair	Improved
2.11	% parents attending two student-led conferences annually Source: Parent/Teacher/ Student conference attendance logs	90% Data Year: 2023-24	97% Data Year: 2024-25	99% Data Year: 2025-26	98%	+9%
2.12	% of families responding to family survey Source: Local Data	12% Data Year: 2023-24	16% Data Year: 2024-25	12% Data Year: 2025-26	30%	Maintained

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 2.1 – Restorative Justice: This action was implemented as planned through a schoolwide restorative justice framework that included restorative conversations, harm circles, reintegration meetings, and the continued operation of the Student Justice Panel. To strengthen focus and clarity, ARISE intentionally divided student culture and staff culture work into two aligned teams: Team Hooks, focused on student culture, belonging, and accountability, and Team Audre Lorde, focused on staff culture, wellness, and collective care. This division allowed each team to deepen its work and respond more intentionally to the needs of students and adults. Challenges included increasing complexity of student needs and the need for greater RJ presence during high-traffic times, informing plans to expand proactive restorative supports and visibility.

Action 2.2 – Positive School Culture: Positive school culture was implemented through advisory, student leadership structures, Student Activities, and schoolwide community-building efforts coordinated by the Dean of School Culture and Team Hooks. Advisory end-of-semester celebrations were reinstated in all advisories, and advisory retreats were brought back in January to rebuild joy, connection, and shared

identity following multiple years of disruption. Ongoing challenges include ensuring consistent advisory implementation across grade levels, informing clearer spiraling of culture and SEL routines.

Action 2.3 – Attendance Initiatives: Attendance initiatives were implemented through a tiered, advisor-led engagement model supported by the Student and Family Engagement Coordinator, counselors, Academic Mentors, and Team Hooks. Advisors assumed greater ownership of attendance outreach, supported by targeted case management for students with the highest needs.

Action 2.4 – Health and Safety: Health and safety actions were implemented through ongoing facilities maintenance, coordination with facilities staff, and expanded adult presence during key transition times. Continued neighborhood safety concerns and space constraints informed plans to increase supervision and improve communication during arrival, dismissal, and large events.

Action 2.5 – Enrichment: Wednesday Community Learning and athletics programming were implemented as planned, offering culturally affirming enrichment opportunities and access to clubs, sports, and identity-based programming. Ongoing work is needed to deepen alignment between enrichment, pathways, and postsecondary preparation.

Action 2.6 – Social Emotional Learning: SEL supports were implemented through advisory, a full-time clinician, group therapy, partnerships with community providers, and health education. Team Audre Lorde supported staff wellness and collective care structures. Increasing demand for services underscored the need for continued investment and deeper integration between SEL, advisory, and academic supports.

Action 2.7 – Parent Engagement: Parent engagement was implemented through multilingual communication, Student-Led Conferences, surveys, and ongoing family leadership opportunities coordinated by the Family Engagement Team. Continued efforts are needed to increase family survey participation and expand engagement opportunities.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures for Goal 2.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 2.1 – Restorative Justice: Suspension rates declined significantly across nearly all student groups, reflecting the effectiveness of restorative, relationship-centered practices. Students reported strong feelings of safety and belonging, with African-American students reporting the highest levels of connection. The intentional separation of student and staff culture work strengthened focus and reinvestment in both areas.

Action 2.2 – Positive School Culture: Students reported increased connection and engagement through advisory celebrations, retreats, and student-led activities. YouthTruth data reflected gains in belonging and fairness. Clubs continued to grow across the school year, and the Black Student Union expanded its presence by meeting consistently during advisory on Tuesdays and Fridays, increasing student access and participation.

Action 2.3 – Attendance Initiatives: Chronic absenteeism decreased significantly for African-American students, demonstrating the impact of relational, advisor-led engagement. However, chronic absenteeism remained elevated for English Learners and some students with disabilities, highlighting the need for earlier intervention, stronger Tier 2 supports, and continued refinement of re-engagement strategies.

Action 2.4 – Health and Safety: The school maintained an “Overall Good Repair” rating, and families reported strong perceptions of safety.

Action 2.5 – Enrichment: Student engagement increased through enrichment, clubs, and athletics. The growth of clubs and consistent BSU meetings strengthened identity development and belonging.

Action 2.6 – Social Emotional Learning: Expanded mental health supports stabilized students with intensive needs and strengthened early intervention.

Action 2.7 – Parent Engagement: The Wolfpack Family Leadership group was a major success. Families participated in instructional rounds, deepening understanding of teaching and learning at ARISE. A Black Family affinity meeting was also highly successful, strengthening trust and culturally responsive partnership. Student-Led Conference attendance reached 97%.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were no changes made to the planned goal, metrics, target outcomes, or actions in Goal 2.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Restorative Justice	The Restorative Justice team will utilize a Restorative Justice Model based on a school-wide discipline praxis that supports students in expressing ARISE core values: ● School-wide discipline praxis ● Student Justice Panel, group of students trained in Restorative Justice to address issues in the school community ● Restorative Justice Team has five staff members including a full time Dean of Restorative Justice	$167,942	Y
2.2	Positive School Culture	The ARISE Dean of School Culture will ensure students have opportunities to engage meaningfully in a positive school culture - Advisory and Student Leadership to create a positive school climate and to guide a personal development process that helps students embody ARISE core values. - Student Activities Class to organize events and build positive school culture	$93,967	N

2.3	Attendance Initiatives	The ARISE Community Learning Coordinator meets weekly with the student attendance team to provide personalized supports for students to ensure regular attendance.	$103,786	N
2.4	Health and Safety	With the coordination of our facilities manager, we will provide regular clearing and maintenance of our facilities, as well as improve our facilities as needed and according to health and safety guidance from local officials.	$1,337,646	N
2.5	Enrichment	● Community Based Learning on Wednesdays with 3 Blocks that include classes such as Cooking, Sailing, Boxing, GEnomics Lab, Advanced guitar and piano, Black Student Union, photography ● Athletics: Soccer; Flag Football, Volleyball, Cross Country, Basketball and Cheerleading. ● Extend opportunities for students to discover passions, paths, and purpose through cultural immersion programs, summer programs, college readiness, and/or youth development programs.	$251,918	Y
2.6	Social Emotional Learning	● Full time Clinician supports student mental health needs with the support of clinician interns (when available) ● School Culture Coordinator develops an advisory curriculum. Every advisory group has two advisors. ● Group therapy for students and families ● Partnerships with La Clinica and Substance Abuse program ● Family education on SEL and Mental health ● Full time Health teacher	$413,920	Y

2.7	Parent Engagement	The ARISE Community Engagement Coordinator ensures families have access to information and opportunities to participate in decision-making. The Family Coordinator also supports in coordinating family events for family members to learn how to best support their child academically and socio emotionally at home. ● Hold regular Student Engagement Committee meetings to engage absentee students and students at risk of becoming absentees. ● Coordinate family meetings and focus groups, and manage surveys to get input and feedback on our school wide plans. ● Family Leadership Group and Family Nights ● Newsletter, Social Media, Parent Communication through email and Powerschool ● Translation for all documents ● Interpreting for all meetings ● Student Led Conferences where students meet with advisors and families to discuss graduation tracks and progress	$95,205	N

Goals and Actions

Goal 3

Goal #	Description	Type of Goal
3	Graduates of ARISE will be empowered to continue to become highly educated, critically conscious, and reflective leaders in college and career.	Broad

State Priorities addressed by this goal.

State priorities met by this goal: #7 Course Access (Broad Course of Study)

An explanation of why the LEA has developed this goal.

We are proud of the number of students that continue on to college after they graduate from ARISE. However, we can continue to increase the level of college preparation to ensure our graduates will be successful in college and career readiness. We can also continue to improve

upon our college preparedness metrics for our subgroup populations, especially our African-American students, students with disabilities, and English Learners.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	% of students who stay enrolled at ARISE from May to May Source: CALPADS 8.1 Reports	90% Data Year: 2023-24	87.96% Data Year: 2024-25	86.85% Data Year: 2025-26	95%	-3.15%
3.2	Cohort 4 & 5-Year Cohort Graduation Rate Source: CA Dashboard	All Students: 90.1% HI: 89.2% EL: 80.8% SWD: 75% SED: 90.1% Data Year: 2022-2023	All Students: 90.1% HI: 89.5% EL: 82.1% SWD: 66.7% SED: 89.9% Data Year: 2023-2024	All Students: 97% HI: 96.8% EL: 95.9% LTEL: 94.6% SWD: 100% SED: 96.8% Data Year: 2024-25	98%	All Students: +6.9% HI: +7.6% EL: +15.1% LTEL: N/A SWD: +25% SED: +6.7%
3.3	% of students who graduate with UC/CSU eligibility Source: DataQuest	100% schoolwide and for all student groups Data Year: 2022-23	100% schoolwide and for all student groups Data Year: 2023-24	All Students: 97% HI: 96.8% EL: 95.9% LTEL: 94.6% SED: 96.8% SWD: 100% Data Year 2024-25	100%	All Students: -3% HI: -3.2% EL: -4.1% LTEL: N/A SED: -3.2% SWD: Maintained

3.4	% of students who are prepared for college as measured by the College and Career Indicator (CCI) Source: CA Dashboard	All Students: 90% HI: 89% SWD: 75% SED: 90% EL: 80.8% Data Year: 2022-23	All Students: 85.9% HI: 86.3% SWD: 66.7% SED: 85.9% EL: 76.9% LTEL: 75.9% Data Year: 2023-24	All Students: 96% HI: 95.7% SWD: 100% SED: 95.8% EL: 93.9% LTEL: 94.6% Data Year: 2024-25	All Students: 95% HI: 95% SWD: 95% SED: 95% EL: 95% LTEL: 95%	All Students: +6% HI: +6.7% SWD: +25% SED: +5.8% EL: +13.1% LTEL: +18.7%
3.5	% of students who apply to one or more CSU Source: College Counselor records	97% Data Year: 2023-24	97% Data Year: 2024-25	97% Data Year: 2025-26	100%	Maintained
3.6	% of students who are accepted to a four-year college or university Source: National Student Clearinghouse	71% Cohort Year: 21-22	79% Cohort Year: 22-23	57% Cohort Year 23-24	90%	-14%
3.7	% of seniors who have completed a pathway internship Source: College counselor records	96% Data Year: 2023-24	100% Data Year: 2024-25	97%	100%	+1%

3.8	% of students who demonstrate mastery of 21st century skills as measured by completion of 10th grade bridge presentation and senior seminar capstone defense Source: College counseling records	90%- Bridge Defense 100%- Senior Warrior Intellectual Defense Data Year: 2023-24	95% Data Year: 2024-25	90% - Bridge Defense 97% - Capstone Data Year: 2025-26	100%	Maintained
3.9	% Career technical education (CTE) pathway completers Source: CA Dashboard	18.5% Data Year: 2022-23	95% Data Year: 2023-24	85.3% Data Year: 2024-25	80%	+66.8%
3.10	% of graduating students who have completed 2+ college courses via concurrent and dual enrollment opportunities Source: College counseling records	4.9% Data Year 2022-23	95% Data Year 2023-24	34.7% Data Year: 2024-25	60%	+29.8%

Goal Analysis for 2025-26

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1 - CTE Standards Integration: CTE standards integration was implemented through aligned scope and sequence development, backward-mapped units, and performance assessments embedded across pathway coursework. Teachers integrated CTE model standards into core academic courses and pathway classes, ensuring alignment between academic content, technical skills, and real-world applications. Ongoing challenges include continued calibration across departments to ensure consistent depth and rigor in CTE standards implementation.

Action 3.2 – College and Career Counseling: College and career counseling was implemented through grade-level counselors, advisory structures, and dedicated college and career blocks. Counseling included academic planning, transcript monitoring, application support,

financial aid guidance, and postsecondary advising across four-year college, two-year college, and workforce pathways. College and Career Block 1 enrichment was redesigned to include two adults for approximately every 25 seniors, with a revised curriculum to support postsecondary planning. A continued challenge is ensuring equally robust counseling pathways for students pursuing skilled trades and nontraditional postsecondary options, informing future program refinement.

Action 3.3 – CTE Work-Based Learning Liaison: The CTE Work-Based Learning Liaison coordinated internships, job shadows, guest speakers, and community partnerships aligned to ARISE's pathways. The liaison supported placement, supervision, and alignment of work-based learning experiences to academic and career outcomes. Challenges included scaling high-quality placements and expanding trade-aligned opportunities, informing continued partner development and outreach.

Action 3.4 – Community Leadership Team: The Community Leadership Team was implemented to coordinate partnerships with community organizations, higher education institutions, and industry partners. The team supported pathway alignment, enrichment, work-based learning, and community-connected learning experiences. Ongoing coordination and sustainability of partnerships remain an area of focus as programs continue to grow.

Action 3.5 – Dean of Education Pathway: The Dean of Education Pathway led the development and implementation of the Education for the People pathway, including curriculum alignment, dual enrollment coordination, pathway-specific advising, and community partnerships focused on educator preparation. Continued work is needed to deepen articulation, expand dual enrollment, and support students pursuing credentialing and education-adjacent careers.

Action 3.6 – College and Career Prep Student Presentations: Students completed structured college and career preparation presentations through advisory and counseling coursework, requiring reflection on postsecondary goals, academic readiness, and future planning. Continued support is needed to ensure consistent expectations and calibration across advisors and grade levels.

Action 3.7 – Capstone Defense: Capstone Defense was implemented through a redesigned, pathway-aligned curriculum now in Year 2, centered on Community Action Research Projects (CARPs) and culminating in the Warrior Intellectual Defense. An official Capstone PLC was established with stipends and protected preparation time to support teacher collaboration and calibration. As the curriculum continues to mature, ensuring consistency, depth, and alignment across departments remains a key focus.

Action 3.8 – Public and Community Health Coursework: Public and Community Health coursework was implemented through pathway-specific classes aligned to CTE standards, integrated science and humanities instruction, and community-based learning experiences. Ongoing work includes expanding field-based experiences and strengthening vertical alignment across grade levels.

Action 3.9 – Public Health Speaker Series: This action was discontinued in order to reduce initiative overload and sharpen focus on core college and career readiness structures that are more consistently embedded into instruction. Public health career exposure will continue to be addressed through integrated coursework, work-based learning, internships, and capstone projects, rather than through a separate speaker series action. This decision reflects a strategic pullback to prioritize depth, coherence, and sustainability over the volume of initiatives.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The school spent 27% more than budgeted in Goal 3. This was primarily due to adjustments in which staff were budgeted to various actions.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Action 3.1 - CTE Standards Integration: Students demonstrated increased mastery of applied skills and career readiness competencies, as reflected in pathway completion and capstone performance.

Action 3.2 – College and Career Counseling: 97% of seniors applied to at least one CSU, reinforcing a strong college-going culture. The increased adult-to-student ratio strengthened individualized support.

Action 3.3 – CTE Work-Based Learning Liaison: All seniors completed a pathway-aligned internship, demonstrating strong application of academic and technical skills.

Action 3.4 – Community Leadership Team: Partnerships strengthened pathway coherence and expanded access to authentic learning opportunities.

Action 3.5 – Dean of Education Pathway: The Education Pathway expanded as a viable postsecondary option and community-to-educator pipeline.

Action 3.6 – College and Career Prep Student Presentations: Students demonstrated increased clarity and ownership of postsecondary plans.

Action 3.7 – Capstone Defense: Students demonstrated strong growth in research, critical thinking, and presentation skills.

Action 3.8 – Public and Community Health Coursework: Students developed strong content knowledge and applied learning connected to real-world public health issues.

Action 3.9 – Public Health Speaker Series: Discontinued

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes to Metrics:

Metrics 3.4 and 3.5 were combined and changed from the EAP in ELA and Math to the publicly available CCI metric. All data going back to the baseline year were added and a new outcome was added that aligned with the new metric. The student group for LTELs was added in year 1. The numbering of subsequent metrics was adjusted.

Metric 3.6: The source was changed to National Student Clearinghouse. Prior entries of N/A were replaced with the actual data.

Changes to Actions:

Action 3.2: ARISE will transition from a **four-counselor model to a two-counselor model**. This shift is designed to streamline Tier 3 case management while increasing Tier 1 and Tier 2 support capacity across the school. To sustain and expand postsecondary preparation, ARISE is creating an **eight-person College & Career Enrichment team**, who will teach the Block 1 College & Career section and track students' progress toward graduation, college applications, financial aid completion, and key readiness milestones.

Action 3.9: The Public Health Speaker Series was discontinued for reasons explained in the first goal analysis prompt.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	CTE Standards Integration	Integrate CTE public and community health pathway standards into courses so that students are taking courses that emphasize 21st century skills ● every student completes pathway ● internship in public/community health ● capstone presentation senior year ● interdisciplinary projects	$106,418	N
3.2	College and Career Counseling	● 9th grade advisory helps to identify career goals and aspirations and in creating an individualized 10-year college and career plan to reach those goals. ● Counselor ensures students are getting individualized support developing evidence for the college and career portfolio, succeeding in their CTE course to become pathway completers, A-G course requirements, and including additional support with pathway orientation. ● Two college counselors 9-12 ● Provide opportunities for students to enroll in college courses via concurrent and dual enrollment opportunities aligned to our linked learning pathway. ● College and Career Family Classes to educate families about the college admissions process.	$232,127	Y

3.3	CTE Work Based Learning Liaison	CTE Work Based Learning Liaison -With the addition of internships built into the school day, we see an even greater need for a full time employee to help with the following (but not limited to): ● Engage with community partners ● Establish and maintain internship/externship opportunities for students and staff ● 21st century Skill building, training on resume-building, interviewing, and actual internship class as part of the school day ● Lead PD around connecting WBL learning with classrooms learning ● Co-produce weekly Linked Learning newsletter ● Manage student off site internships, including during the school day ● Execute MOU's and partnership agreements with partnership organizations ● Meet with Admin Team and Linked Learning Design Team to develop and execute WBL goals and outcomes ● Attend and participate in key CTE/Linked Learning conferences and workshops	$109,715	N
3.4	Community Leadership Team	Community Leadership Team ● Supports all teachers, especially CTE teachers, with pathway implementation in their classroom. ● Manages the WBL Liaison to support student work based learning ● Designs and implements professional learning around linked learning, WBL, and our pathway ● Works directly with the Pathway Advisory Board ● Manages the Measure N grant, expenditures, site visits, and reports. ● Co-produces weekly Linked Learning newsletter, ● Executes MOU's and partnership agreements with partnership organizations, ● Manages and oversees Linked Learning certifications.	$90,316	N

3.5	Pathway Mentoring and Support	The Dean of Education Pathway will coordinate and manage mentorship, tutoring and individualized student support programs (with a special concentration on students with IEP's and/or in our dual enrollment program), occurring during school, after school and during summer bridge. -Develop and implement a system for tracking individualized supports for pathway students, especially our target student population (includes peer and professional mentoring, peer tutoring, work with college tutors, etc.) -Coordinate the mentor-mentee program, including establishing processes and procedures as well as follow up with mentors, mentees, parents, and staff (as needed). -Develop and facilitate ARISE's Peer Tutoring Program -Coordinate 12th grade Senior Seminar Capstone mentorships -Establish and facilitate other supports for student success in college courses, including review sessions, study skills sessions, writing tutors, etc. -Complete associated paperwork, data analysis, and evaluation as needed. -Provide resources and referrals for services -Pilot new Spring Mentoring program -Support IEP students and other target population students in successfully achieving their learning goals -Provide resources and referrals of services in coordination with the Pathway Case Manager	$137,121	N
3.6	College and Career Prep Student Presentations	Engage 10th grade students in a portfolio-based Bridge Presentation, 11th and 12th grade students in Proficiency Defense, and 11th grade students in a Mock College Interview to build real life presentation and communication skills.	$451,013	N
3.7	Capstone Defense	Continue to use the graduate profile as the guiding principle of the CTE Pathway Senior Seminar: Advanced Public and Community Health Capstone Defense. Continue to use 21st century skills in classrooms. Continue to incorporate My 10 Year Plan into senior defense. Students use their internship that they participate in during the winter as part of their capstone defense, emphasizing their internship and/or working experience.	$4,000	N

3.8	Public and Community Health Coursework	To maintain our gold certification with the Linked Learning Alliance for the public health pathway, and to earn our silver certification for the education pathway, we must ensure that we have CTE certified teachers teaching the CTE classes and pathway sequenced courses. All CTE instructors implement course work that emphasizes the four pillars of linked learning to increase student engagement and knowledge, specifically: WBL, internships, college and career readiness, guest speakers and industry partnerships that link student learning to the real world.	$104,220	N

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students for 2026-27

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$ 1,791,149	$200,599

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
36.216%	0%	$0	36.216%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #(s)	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.5, 1.9 and 1.10	Our socioeconomically disadvantaged students are performing 87.6 points below standard and our English Learners are performing 122.8 points below standard on the CAASPP Math.	The Response to Intervention program provides additional staffing to meet the academic needs of students. The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for struggling students. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	CAASPP ELA and Math: Distance from Standard for SED and EL subgroups

2.1, 2.5, 2.6	Based on the 2023 CA Dashboard, the school has identified needs based on its Orange Status regarding suspension rate for all students and all numerically significant subgroups, including English Learners and socioeconomically disadvantaged students. While great improvement has been made over the course of this LCAP cycle, with all student groups earning Green Status in 2025, continued effort is needed to maintain this positive momentum	Our Restorative Justice Program includes five staff members and our Student Justice Panel, a group of students specially trained to address issues in the school community. We offer Community Based Learning on Wednesdays with 3 Blocks that include classes such as Cooking, Sailing, Boxing, GEnomics Lab, Advanced guitar and piano, Black Student Union, and photography along with many athletic enrichment options. In addition, we now have 3 full-time clinicians to support students' mental health needs. These services are principally directed towards Socioeconomically Disadvantaged students and English learners, but are provided on a schoolwide basis because all students will benefit.	Suspension Rate for SED and EL subgroups

3.2	While ARISE continues to graduate a high percentage of students UC/CSU eligible, recent data show slight declines in A–G completion and College and Career Indicator outcomes for some student groups. In addition, student and family feedback indicate a need for clearer guidance, sustained academic planning, and stronger postsecondary preparation earlier in high school. There is also a growing need to better support students pursuing a range of postsecondary pathways, including four-year colleges, two-year colleges, and skilled trades, while maintaining rigorous academic preparation for all students.	This action provides schoolwide college readiness and A–G completion supports through aligned coursework, transcript monitoring, advisory guidance, and individualized academic planning. College and career preparation is embedded across grade levels through advisory, counseling, and core instruction to ensure that all students understand graduation requirements, postsecondary options, and the academic steps needed to remain on track. Providing this action on a schoolwide basis ensures equitable access to college and career preparation for all students, regardless of background or postsecondary pathway of interest. While some students require targeted interventions, the expectation that every student will engage in intentional academic and postsecondary planning supports a strong college- and career-going culture across the school. This approach also allows counselors and advisors to proactively identify students who need additional support, including English Learners, Students with Disabilities, and students interested in alternative postsecondary pathways such as the trades.	Effectiveness of this action will be monitored using the following metrics: • Percentage of students graduating UC/CSU (A–G) eligible • College and Career Indicator (CCI) status on the California School Dashboard • Graduation rate for all students and student subgroups • Student transcript reviews and course completion data • Percentage of seniors applying to one or more CSU • Disaggregated outcomes for English Learners, Students with Disabilities, and Socioeconomically Disadvantaged students

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
N/A			

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Not applicable

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

ARISE is a single school LEA with a greater than 55% unduplicated pupil population that will use the additional concentration grant add-on funding to increase the number of staff providing direct services to students through the following action:

Goal 1, Action 10 increases the number of classified staff providing direct services to students through the addition of Academic Mentors.

The Academic Mentor program at ARISE exists to provide increased individual academic and social-emotional support for every student in every classroom while increasing teacher capacity to focus on excellent teaching and learning as defined by the ARISE Instructional Core.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2025-26 Annual Update Table

Totals:	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Actual Expenditures (Total Funds)
Totals:	$ 7,497,259.00	$ 8,290,700.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1	Curriculum & Instructional Materials	No	$ 125,000	$ 47,600
1	2	Teacher Effectiveness	No	$ 11,000	$ 76,800
1	3	Instructional Model	No	$ 1,913,614	$ 2,062,800
1	4	Professional Development	No	$ 39,887	$ 268,000
1	5	Data Driven Instruction/LTEL Mentor	No	$ 6,878	$ 42,500
1	6	English Language Development	Yes	$ 100,553	$ 123,000
1	7	Summer School/Academic Supports	No	$ 4,500	$ 88,800
1	8	Special Education	No	$ 786,815	$ 913,900
1	9	Response to Intervention	Yes	$ 609,264	$ 308,500
1	10	Academic Mentors	Yes	$ 693,477	$ 678,500
2	1	Restorative Justice Model	Yes	$ 138,502	$ 158,000
2	2	Positive School Culture	No	$ 138,502	$ 118,700
2	3	Attendance Initiatives	No	$ 58,146	$ 85,900
2	4	Health & Safety	No	$ 1,314,880	$ 1,285,100
2	5	Enrichment	Yes	$ 200,112	$ 266,900
2	6	Social Emotional Learning	Yes	$ 375,044	$ 420,400
2	7	Parent Engagement	Yes	$ 22,450	$ 89,500
3	1	CTE Standards Integration	No	$ 67,349	$ 99,900
3	2	College & Career Counseling	Yes	$ 8,000	$ 274,200
3	3	Work-Based Learning	No	$ 387,398	$ 97,100
3	4	Pathway Coordination	No	$ 228,555	$ 88,800
3	5	Pathway Mentoring & Support	No	$ 22,574	$ 125,700
3	6	College & Career Student Presentations	No	$ 122,186	$ 468,400
3	7	Capstone Defense	No	$ 3,000	$ 3,000
3	8	Public & Community Health Coursework	No	$ 114,573	$ 98,700
3	9	Public Health Speaker Series	No	$ 5,000	$ -

2025-26 Contributing Actions Annual Update Table

6. Estimated Actual LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Actual Percentage of Improved Services (%)	Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
$ 1,724,677	$ 1,797,018	$ 2,319,000	$ (521,982)	0.000%	0.000%	0.000% - No Difference

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	6	English Language Development	Yes	$ 100,553	$ 123,000.00	0.000%	0.000%
1	9	Response to Intervention	Yes	$ 376,368	$ 308,500.00	0.000%	0.000%
1	10	Academic Mentors	Yes	$ 693,477	$ 678,500.00	0.000%	0.000%
2	1	Restorative Justice Model	Yes	$ 138,502	$ 158,000.00	0.000%	0.000%
2	5	Enrichment	Yes	$ 200,112	$ 266,900.00	0.000%	0.000%
2	6	Social Emotional Learning	Yes	$ 257,556	$ 420,400.00	0.000%	0.000%
2	7	Parent Engagement	Yes	$ 22,450	$ 89,500.00	0.000%	0.000%
3	2	College & Career Counseling	Yes	$ 8,000	$ 274,200.00	0.000%	0.000%

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$ 4,849,980	$ 1,724,677	0.000%	35.560%	$ 2,319,000	0.000%	47.815%	$0.00 - No Carryover	0.00% - No Carryover

2026-27 Total Planned Expenditures Table

LCAP Year (Input)	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
2026-27	$ 4,945,740	$ 1,791,149	36.216%	0.000%	36.216%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$ 5,168,804	$ 2,174,426	$ 472,753	$ 219,983	$ 8,035,966.00	$ 6,402,023	$ 1,633,943

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1	Curriculum and Instructional Materials	All	No				Ongoing	$ -	$ 45,000	$ 45,000	$ -	$ -	$ -	$ 45,000	0.000%
1	2	Teacher Effectiveness	All	No				Ongoing	$ -	$ 40,000	$ -	$ 40,000	$ -	$ -	$ 40,000	0.000%
1	3	Instructional Model	All	No				Ongoing	$ 1,431,489	$ -	$ 986,059	$ 445,430	$ -	$ -	$ 1,431,489	0.000%
1	4	Professional Development	All	No				Ongoing	$ 253,384	$ 40,000	$ 293,384		$ -	$ -	$ 293,384	0.000%
1	5	Academic Mentors for LTELs	LTELs	No				Ongoing	$ 28,000	$ -	$ -	$ 28,000	$ -	$ -	$ 28,000	0.000%
1	6	English Language Development	ELs	No				Ongoing	$ 157,883	$ -	$ -	$ -	$ -	$ 157,883	$ 157,883	0.000%
1	7	Academic Supports	All	No				Ongoing	$ 90,316	$ -	$ -	$ 90,316	$ -	$ -	$ 90,316	0.000%
1	8	Special Education	SPED	No				Ongoing	$ 991,994	$ 3,000	$ 664,994	$ 267,900	$ -	$ 62,100	$ 994,994	0.000%
1	9	Response to Intervention	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 401,489	$ -	$ 401,489	$ -	$ -	$ -	$ 401,489	0.000%
1	10	Academic Mentors	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 854,097	$ -	$ 605,718	$ 118,779	$ 129,600	$ -	$ 854,097	0.000%
2	1	Restorative Justice	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 167,942	$ -	$ 126,342	$ 41,600	$ -	$ -	$ 167,942	0.000%
2	2	Positive School Culture	All	No				Ongoing	$ 93,967	$ -	$ -	$ 93,967	$ -	$ -	$ 93,967	0.000%
2	3	Attendance Initiatives	All	No				Ongoing	$ 103,786	$ -	$ -	$ 103,786	$ -	$ -	$ 103,786	0.000%
2	4	Health and Safety	All	No				Ongoing	$ 130,703	$ 1,206,943	$ 806,940	$ 530,706	$ -	$ -	$ 1,337,646	0.000%
2	5	Enrichment	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 16,918	$ 235,000	$ 235,018	$ 16,900	$ -	$ -	$ 251,918	0.000%
2	6	Social Emotional Learning	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 353,920	$ 60,000	$ 320,720	$ 93,200	$ -	$ -	$ 413,920	0.000%
2	7	Parent Engagement	All	No				Ongoing	$ 95,205	$ -	$ -	$ 72,405	$ 22,800	$ -	$ 95,205	0.000%
3	1	CTE Standards Integration	All	No				Ongoing	$ 106,418	$ -	$ -	$ -	$ 106,418	$ -	$ 106,418	0.000%
3	2	College and Career Counseling	All	Yes	LEA-wide	All	ARISE	Ongoing	$ 232,127	$ -	$ 232,127	$ -	$ -	$ -	$ 232,127	0.000%
3	3	CTE Work Based Learning Liaison	All	No				Ongoing	$ 109,715	$ -	$ -	$ -	$ 109,715	$ -	$ 109,715	0.000%
3	4	Community Leadership Team	All	No				Ongoing	$ 90,316	$ -	$ -	$ 90,316	$ -	$ -	$ 90,316	0.000%
3	5	Pathway Mentoring and Support	All	No				Ongoing	$ 137,121	$ -	$ -	$ 137,121	$ -	$ -	$ 137,121	0.000%
3	6	College and Career Prep Student Presentations	All	No				Ongoing	$ 451,013	$ -	$ 451,013	$ -	$ -	$ -	$ 451,013	0.000%
3	7	Capstone Defense	All	No				Ongoing	$ -	$ 4,000	$ -	$ 4,000	$ -	$ -	$ 4,000	0.000%
3	8	Public and Community Health Coursework	All	No					$ 104,220	$ -	$ -	$ -	$ 104,220	$ -	$ 104,220	0.000%

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$ 4,945,740	$ 1,791,149	36.216%	0.000%	36.216%	$ 1,921,414	0.000%	38.850%	**Total:**	$ 1,921,414
								LEA-wide Total:	$ 1,921,414
								Limited Total:	$ -
								Schoolwide Total:	$ -

Goal #	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	9	Response to Intervention	Yes	LEA-wide	All	ARISE	$ 401,489	0.000%
1	10	Academic Mentors	Yes	LEA-wide	All	ARISE	$ 605,718	0.000%
2	1	Restorative Justice	Yes	LEA-wide	All	ARISE	$ 126,342	0.000%
2	5	Enrichment	Yes	LEA-wide	All	ARISE	$ 235,018	0.000%
2	6	Social Emotional Learning	Yes	LEA-wide	All	ARISE	$ 320,720	0.000%
3	2	College and Career Counseling	Yes	LEA-wide	All	ARISE	$ 232,127	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

- Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - **NOTE:** As specified in *EC* Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to *EC* Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, *EC* Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (*EC* sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as "Not Applicable."

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.
- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:

    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected

outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.

- When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
- The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
  - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or

guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.
- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:
    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.

- Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - *Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.*

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - *As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:*
        - The reasons for the ineffectiveness, and
        - How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and

- Professional development for teachers.
- If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
  - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
  - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
  - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).
  - School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
  - As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).

- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
    - Identify the action as an LREBG action;
    - Include an explanation of how research supports the selected action;
    - Identify the metric(s) being used to monitor the impact of the action; and
    - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC* Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover — Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.
- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).

- **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.

- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section

15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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